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# From Listening to Experiencing: Changing Evidence-Based Pharmacy Library Instruction


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# From Listening to Experiencing: Changing Evidence-Based Pharmacy Library Instruction

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## OBJECTIVE

Adapt bibliographic instruction from a traditional 50-minute lecture format:

To more closely align with a course group-based assignment through a hands-on, small group approach

To actively engage each group member in an active learning process

## BACKGROUND

VCU School of Pharmacy (SOP) first year Doctorate of Pharmacy (PharmD) Curriculum:

- 140 students per year
- Majority of first year curricula is lecture-based
- Concept of Team Based Learning (TBL) introduced in first year courses through 'Work Group' project assignments
- First year students assigned to one of 20 seven-member work groups
- Formal TBL in 2nd year

Evolution of Library's Role in SOP Evidence-Based Pharmacy-One (EBP-1) Course:

Previously two SOP Liaison Librarians delivered library instruction for two of the course's 25 lectures.

The Librarians suggested using a hands-on, work group-based approach

With SOP faculty agreement, series of 90 minute 'mandatory Library Consultations' added to EBP-1 outside of regular class time

## EBP-1 DRUG INFORMATION COURSE

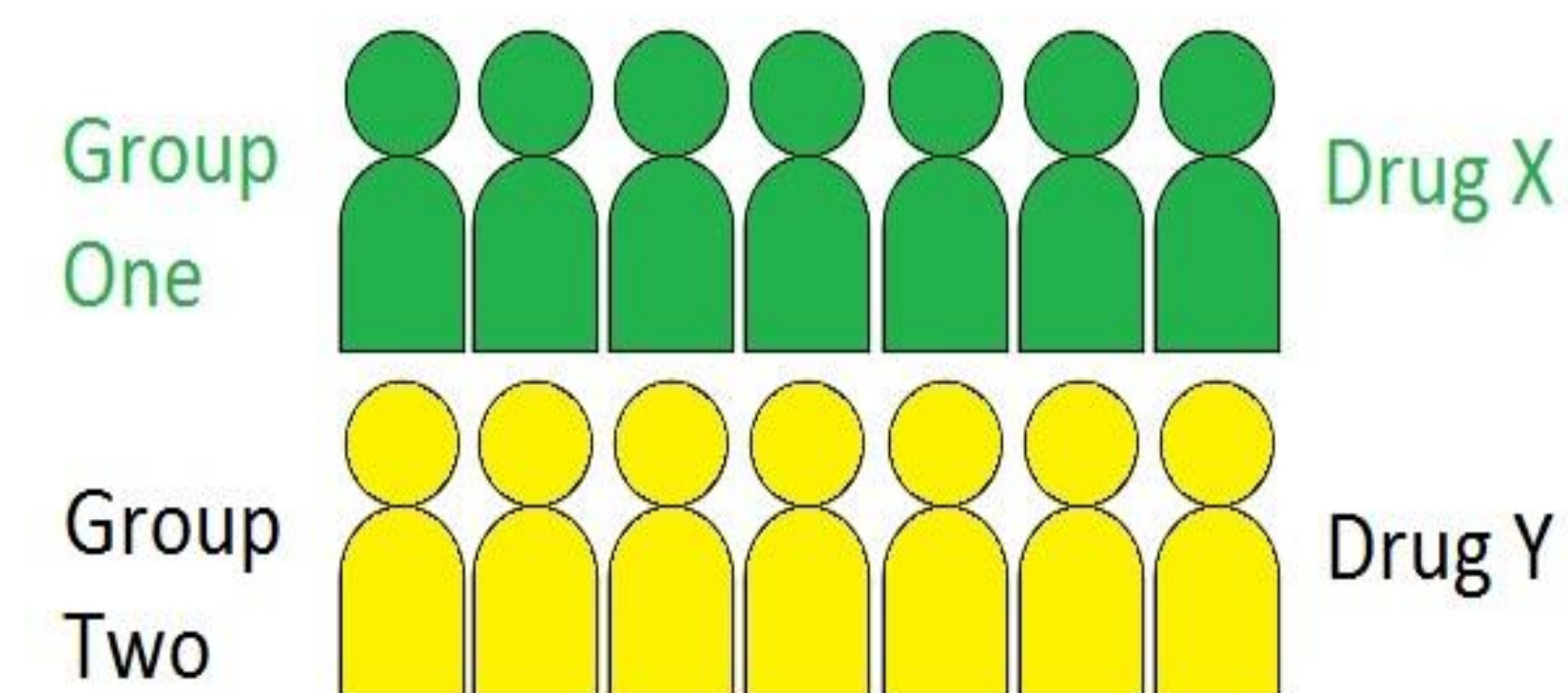
### Drug information project:

- Six required assignments – four of which require group work.
- Each work group assigned a different drug from the Top 200 list.
- Multiple drug information sources needed to complete the group assignments

### Project objectives:

Working with their groups, students will learn to:

1. Identify and use sources of drug information
2. Compare and contrast various sources of drug information
3. State the advantages/disadvantages of information sources
4. Search PubMed to retrieve articles from the primary literature
5. Contrast studies and reports as found in the primary literature



*Library consultations addressed objectives 1- 3 for the following part of EBP-1 assignments*

### Assignment B.

Each group will research their drug in at least four sources of drug information:

- Two sources intended for use by health care providers
- One website source intended for use by a patient or caregiver
- One website source that is only available in online format

Written summary will compare:

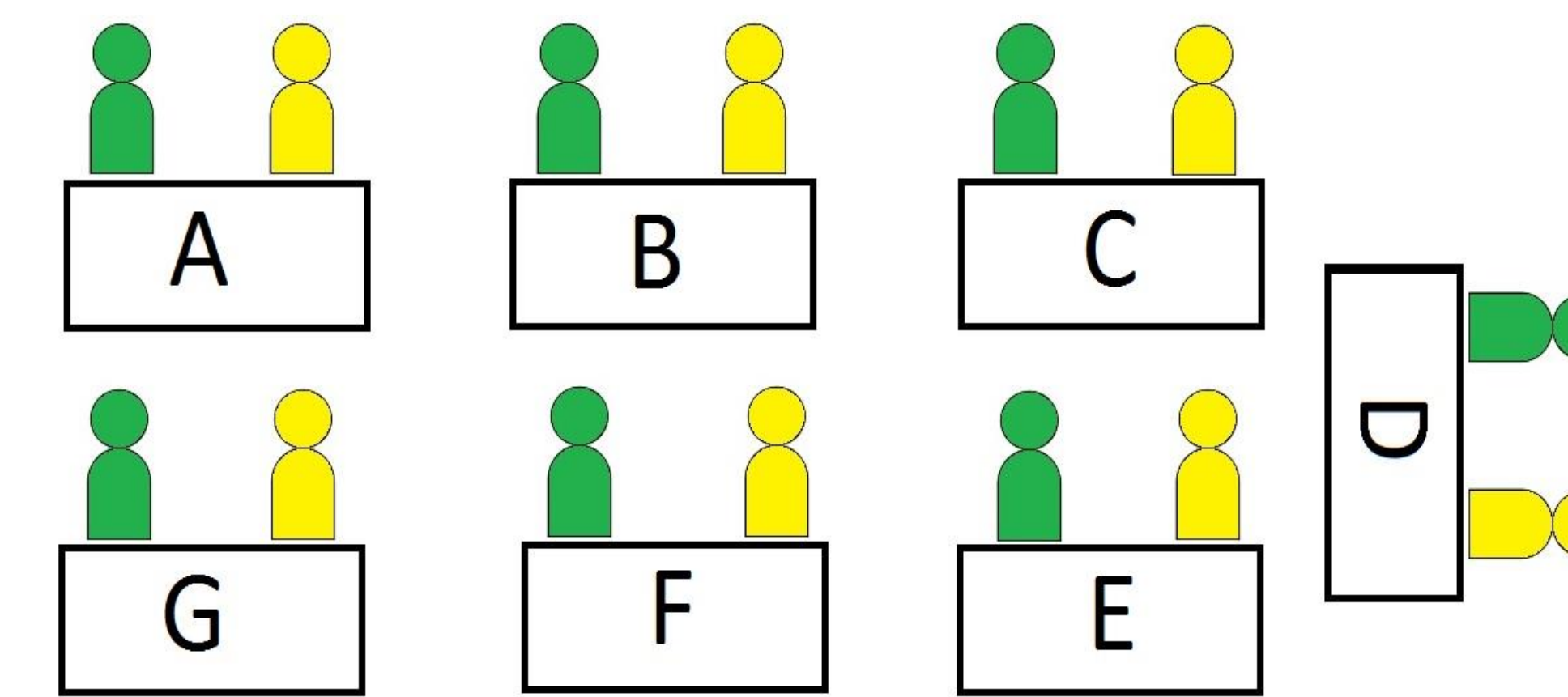
Uses, adverse drug reactions, drug interactions, pregnancy/breast feeding category, special populations pharmacokinetics, and doses for adults and children.

## METHODS – Library Consultations

- Ten Library Consultation sessions
- Two work groups attending each session
- Students assigned to sit at tables containing information resources
- One Librarian per session

Librarian presented overview of session's procedures, resources, and distributed worksheets.

During final 20 minutes groups reconvened to review findings and deliberate on four potential resources to use in EBP-1 drug information project.



### Selected Drug Information Resources

Table A	Micromedex AND Drug Facts & Comparisons
Table B	DailyMed AND Orange Book: Approved Drug Products
Table C	Red book : Pharmacy's Fundamental Reference
Table D	MedlinePlus AND WebMD
Table E	(AHFS) Drug Information AND Physicians' Desk Reference
Table F	Drug Information Portal AND Center for Drug Evaluation & Research
Table G	Remington, the Science and Practice of Pharmacy AND Martindale: the Complete Drug Reference

### Questions to Help Evaluate Information Resources

1. Is this resource available in both print and electronic formats? If it is electronic, is it freely available or a licensed subscription?
2. Does this resource provide storage information?
3. Does this resource provide information about different routes of administration?
4. Does this resource provide information about drug-food interactions?
5. What type of cautionary information does this resource provide? What are the therapeutic uses of this drug?
6. Does this resource provide pricing information?
7. Who produced the resource?
8. How is the information verified?



## EVALUATIONS

The following questions were included in the students' voluntary evaluation of the semester long Evidence Based Pharmacy course:

There was sufficient time in my team's library consultation session for me to learn more about basic evidence-based pharmacy resources.

*Of the 71 students responding to this question, 65 agreed/strongly agreed and 6 disagreed*

My review of the assigned resources provided adequate information for me to recommend those resources for my team's drug information project.

*Of the 71 students responding to this question, 64 agreed/strongly agreed and 7 disagreed/strongly disagreed*

Other members of my team were effective in providing our team an overview of the resources they had reviewed.

*Of the 71 students responding to this question, 67 agreed/strongly agreed and 4 disagreed*

The introductions the librarians provided to Micromedex and PubMed/MEDLINE at the beginning of the library consultation sessions enabled me to use the two resources successfully.

*Of the 70 students responding to this session, 52 agreed/strongly agreed and 8 disagreed*

Selected student comments:

- "I think that the library consultation was the most effective tool in learning how to navigate the databases. I would suggest maybe having this time extended and skipping the in-class lecture on it."

- "Having more hands-on participation than the in-class lectures because I learn more by doing instead of watching someone go through screenshots."

- "The meetings with librarians that we had in groups were extremely helpful. I think that the information is much easier to learn if you are actively participating in using the drug references."

## CONCLUSIONS

First year Pharmacy students' course evaluations suggest that the new EBP-1 Library Instruction was helpful and that the Liaison Librarians met their objectives